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HOME PREPARATION FOR SCHOOL,

FROM A LECTURE,

Delivered before the American Institute of Instruction.

BY REV. JASON WHITMAN.

(Concluded.)

There is still another consideration, which appeals directly to the yearning affections of the parental heart in behalf of strenuous efforts to establish, in early life, the fixed habit of prompt and cheerful obedience. It is that by so doing they will be conferring the greatest possible benefit upon their children, in regard to their future characters and happiness. If there is any one trait, which is more immediately connected than another with respectability of character and with the happiness of life, it is the possession of the power of self-control. The world is full of vexations, disappointments and provocations, as well as of temptations and allurements. He, who would command respect, or enjoy happiness, must bear calmly the one, and withstand firmly the other. Indeed, the man who has no power of self-control, who lies at the mercy of his wayward inclinations, his craving appetites, or his turbulent passions, can neither command the respect of others, nor enjoy the approval of his own heart. On the contrary, he who has full command of himself, who can control his appetites and inclinations, and curb his passions, will, ever commands the respect of his fellow men while he enjoys much inward peace and calm composure of mind. But this power of self-control, so important in its bearings upon character and happiness, is to be acquired in early years, by specific acts of self-government. And every act of obedience, which the child may render to the voice of authority, is an act of self-government. The child, for example, who ceases crying, wipes up his tears, and goes cheerfully to his play or to his assigned duty at the command of parental authority, has performed an act of self-control, and has acquired, thereby, an increased power of self-command. The boy who checks his craving appetites, and abstains from desired indulgences, under the influences of an affectionate regard for parental prohibition, has in that act exercised the power of self-government, and has done something to train his appetites to an habitual and prompt acquiescence in the decisions of the will. In this way, he who in childhood is trained to habits of

obedience, becomes in after life a man of calm and steady self-control, commanding the respect of others, and enjoying the approval of his own heart.

I have seen those, who in childhood were subjected to the unreasonable commands, and the cruel and harsh treatment of intemperate parents, and who were trained in this unfortunate way to habits of obedience, who in after life became men of influence in the community, manifesting great power of self control, and enjoying the respect of their fellow men. And I have attributed the character of manhood to the power of self-control, acquired while forming, in early life, and under severe and objectionable discipline, the habit of ready obedience. On the other hand, I have seen those, who, in childhood, were surrounded with means of improvement, and placed amid influences which would be regarded as favorable to correctness of character, but who seldom, if ever, had their inclinations checked, or their desires thwarted, and who never formed habits of obedience to parental commands. And these persons became in manhood the mere tools of their own changing whims, or the slaves of their own appetites and passions. And I have queried whether this said result may not be attributed to their want of the power of self-control, which should have been acquired while forming habits of obedience in childhood.

Again, I have heard men attribute all they were in character, and all their success in life, to the floggings they had received in childhood. And I have no doubt that for much of character and success they were indebted to the power of self-control acquired while forming in childhood the habit of obedience, even though that obedience was secured by what we deem extremely objectionable means. And instances of this kind show the importance of the habit, and teach us that while we are endeavoring to remove from our processes of education and modes of early training these justly obnoxious means, we should insist with greater earnestness upon the formation of the habit of prompt and cheerful obedience, by instrumentalities of a purer and holier character. Then, too, there have been those, who, after a childhood of unlimited indulgence, have acquired by vigorous efforts in after life this power of self-control. But it has been only by the severest struggle with inclinations and habits which had acquired in the indulgences of childhood, an almost unconquerable power. Could such, from the midst of their struggles, appeal to parents on this subject, they would say with much earnestness, "if you would show yourselves friends to the future happiness of your children, form them to habits of ready, cheerful obedience while young, and so save them from the almost death-struggle through which we are called to pass." The next item, then, of home preparation for school, will consist of efforts to train the young during the earlier years of childhood, to habits of ready, cheerful obedience. If this be done by the parent, and this alone,

much will be accomplished towards rendering the labors of the teacher pleasant, securing the rapid progress of the scholars, and elevating the school to a high rank of efficiency.

The second item of home preparation, which I would notice, relates to the importance of efforts, on the part of parents, to secure the regular and punctual attendance of their children at all the sessions and upon all the exercises of the school. One of the greatest hindrances to the progress of individual pupils and the high standing of our schools, arises from the want of regularity and punctuality in the attendance of the pupils. Some are absent one, two, or three days in the week, and others, who are more regularly present, often miss the exercises of their class by the lateness of their attendance, or hurry over their studies in view of an early dismissal, which parents have authorized. And what is the effect of this upon the scholar and upon the school?

Upon the scholar himself it exerts a most deleterious influence. Every teacher knows that the continued and permanent interest of the scholar in his studies will depend upon his passing regularly along in them step by step, with the feeling that he has mastered all that he has met with, and is prepared to grapple with good hope of success with whatever may present itself. The gratification arising from past success, and the thought that he is master as far as he has gone, together with the hope of future victories, will inspire an earnest zeal and keep alive a permanent interest. But on the other hand, every teacher knows that the omission of a single step, or the failure to understand fully the steps passed over, will do much to destroy whatever interest may have been felt in the studies pursued. Suppose that your child enters school and becomes interested in his studies, and then is kept at home for a day at one time, and a half a day at another—some weeks two days, and some three. He falls behind his class, or if, for the sake of convenience, he is kept along with it, he feels his deficiency and inferiority, becomes discouraged, and loses his interest. From want of interest in his studies springs that listlessness and propensity for mischief, which are so annoying to teachers and so destructive to the best interests of the school. In some instances the very brightest boys in the school become the dullest scholars in the class, in consequence of the irregularity of their attendance. Indeed, so deleterious is the influence of irregularity in attendance upon the pupil himself, that I verily believe that five months schooling in the year, where the attendance is regular and punctual, is far more valuable than seven months of irregular attendance, scattered over a period of nine months' duration.

And the effect of this irregularity of attendance upon the general character and success of the school is most disastrous. This may be perceived at a single glance. Here, for example, is a class of ten or twelve in Arithmetic or Grammar. On some days there are six scholars present, on some, five, on some eight. A series of lessons has been assigned and passed over, and a course of familiar oral explanations has been given. But on no two successive days has the class consisted of the same members. Upon questioning them upon the studies they have passed over, the answer of one is, "I was absent when the class were upon that lesson." The answer of a second is, "I was not present when those principles were explained." And so it is through the whole class. Consequently, much time must be spent, with those who have been irregular in their attendance, upon lessons and explanations already familiar to those who have been regularly present.

And, if the latter are kept back to accommodate the former, there will be danger that they will lose the interest they feel, while the others from the very fact of their irregularity have already become utterly indifferent to their studies. I have sometimes thought that a teacher would be justified in making a different classification of his pupils from what is customary, in classifying them according to the regularity of their attendance, placing in one division those who might attend regularly and punctually, and to whom, therefore, regular and efficient instruction could be given, and in another, those who are irregular in their attendance, and to whom, in consequence, only desultory and occasional attention could be rendered.

Every one will admit that the evil to which I have now alluded is a very serious evil, exerting an injurious influence upon the progress of individual pupils, and upon the general character of the school. To what is this serious evil owing? It is to be attributed, I answer, to the fact that parents do not estimate aright the comparative value of a good education. They do not feel, that, in giving their children this treasure, they are bestowing upon them the most valuable and enduring wealth. Parents are apt to feel that certain chores must be attended to, and certain errands run, that the haying must not be neglected, and that the boys must be kept at home. But what if some little pecuniary loss should be incurred, or some little money expended in procuring extra help? What is that, in comparison with the boy's education? You must bear it in mind that it is not the mere loss of a day or a week, it is not the mere loss of time, invaluable as that possession is. It is the bad influence exerted upon the feelings and the character of the boy. It is the loss of interest in study which is experienced, and the indifference to the value and importance of a good education, and to all mental improvement which is generated. If the boy sees that, in his father's estimation, there are many things which must be attended to in preference to the school, many things for which the school must be neglected, it will be the natural and almost inevitable result, that he will himself regard the school, the teacher and the advantages of a good education with feelings of indifference. He will manifest but little interest in regular and punctual attendance at school, and still less interest in the studies to which his attention may there be directed. And the influence of this state of the feelings does not cease with the years of childhood and youth. There follows from it a paralyzing indifference to all efforts for enlightening the mind, and elevating the character, by reading, or otherwise, in after life. In this way a parent, by compelling his son to attend school so irregularly as to lose his interest in the studies there pursued, may inflict upon him an injury for which money can never remunerate him. It will be said that there are some parents so situated that they need the assistance of their children; that the father needs the labor of the boys in the shop, or on the farm, and the mother, the assistance of the girls in the cares of the household. This may be true in some cases. But there are very few parents, who could not make some arrangement, if they estimated aright the value of a good education and the importance of school privileges, by which, if their children could attend only a part of the time, they might be regular and punctual while they professed to attend. These are the parents who most frequently say, "we can leave our children no other inheritance than a good education." Will they be so cruel as to diminish by their own negligence, as far as possible, the value of every opportunity for securing it are afforded a

the public expense? If, then, the first place among the details of home preparation for school, be assigned to the cultivation of the spirit and the formation of the habit of prompt and cheerful obedience, the second suggestion will relate to the importance of efforts, on the part of parents, to secure the regular and punctual attendance of their children at all the sessions, and upon all the exercises of the school. And if we say of the first suggestion that it is essential to the highest elevation and greatest success of our schools, we may say of the second that it is even like unto the first.

It may seem, at first view, that if these two suggestions are properly heeded, it would be all that is necessary to be done on the part of parents, in preparing their children for school. But a moments reflection will convince us that there is another item, which demands particular attention. It relates to the importance of cultivating, in the hearts of children, feelings of affectionate respect for their teacher. It may be that children shall be trained to habits of obedience to all parental commands, and shall be sent regularly and punctually to school, while yet they bring with them those feelings of disrespect for the teacher which will make them most uncomfortable pupils, and will greatly retard their progress in the studies of the school. If the parent speak before his child in terms of disrespect or contempt of the teacher, the effect of his words will be felt by the teacher in the improper conduct of the child at school. The teacher is, in law, and should be, in the feelings and reflections of the pupil, for the time, *in loco parentis*. During the hours of school, and in regard to all the internal arrangements of the school, the teacher would occupy, in the mind of the pupil, the same position of responsibility, authority, influence and affectionate regard, which, at other times, in other places, and in regard to other subjects, is occupied by the parents themselves. At these times, and in regard to those matters, no man, even though he be a parent, no body of men, even though they be legally appointed inspectors of the school, should interfere between the teacher and the pupil. If they do, it is impossible that the teacher should enjoy, in the highest degree, the affectionate respect of the pupil. It is not indeed to be supposed that intelligent and reflecting parents will pursue a course so destructive of the best interests of the school, as to speak before their children in terms of disrespect of the teacher. There is danger, and danger too arising from a unworthy anxiety to promote the best interests of the school, that parents, either directly, or by their words of superintendence, may so interfere in the internal arrangements of the school as to show the pupils that they have no confidence in the teacher. They do not intend to express by their interference want of confidence, but such is, and must be its appearance in the eyes of the pupils, and consequently it tends naturally, if not necessarily, to destroy, in their minds, that respect for the teacher, which should ever entertain. Indeed, one of the most actual means of destroying this respect, and eventually degrading the teacher in the estimation of the school, is for parents or school committees to take upon themselves the regulation of the internal arrangements of the school. I will not here dwell upon the effect of such a course upon the teacher, in weakening his interest in his work, in weakening his sense of responsibility or in changing its direction, in degrading him from the lofty position of a teacher, insinuating with zeal and interest upon the subject of education, seeking close contact and free, unobscured communion with the living spirits of his

pupils, that so he may breathe into them something of his own zeal and interest, to the mere operative employed in conducting and superintending the machinery which has been contrived by other minds.—Nor will I dwell upon the obvious fact, that every teacher worthy of so honorable a name and place, must, from his knowledge of the peculiar intellectual capacities and development, and of the peculiar temperament and disposition of each individual pupil, gained by daily free and intimate intercourse with them, be a far better judge, than any other person can be, in regard to the most appropriate and effective arrangements of the school. I will not dwell upon these points, although they would admit of a strong representation and a vivid coloring in perfect consistency with truth. But I will simply ask what must be the effect of such a course upon the pupils? Will it not, in their minds, place the rules and regulations of the school above the teacher? And instead of filling them with affectionate respect for the teacher, and opening their minds and hearts to his best and holiest influences, will it not generate a want of confidence, and awaken them to a suspicious watchfulness over him to whom they should ever look with respect, to see if he is exact in his compliance with the rules and regulations which have been prescribed? I have been a teacher. I have been and am now, a member of a School Committee. I am also a parent. I have sought to look at the subject carefully and on all sides. The result of much reflection upon the reciprocal relations existing between parents, teachers and school committees, is, that these several parties should regard themselves as all at heart interested in, and alike desirous of promoting the same great cause, and should seek ever to go hand in hand, as associates and allies.—They should never, if it can possibly be avoided, assume towards each other the attitude of antagonism. They should ever consult together in a spirit of harmony and of mutual respect. But the final result should go forth to the pupils in the name of the teacher, seconded and sanctioned by the influence of the parents and the official authority of the Committee.—The internal arrangements of the school, and the regulation of the daily routine of school exercises should be left to the teacher. Each, in these things, will have a way peculiar to himself. No two teachers, perhaps, would in these matters pursue precisely the same course. And yet the course pursued by each would be, for him, the best course. Let these then be left to the teacher, and let the course pursued by each, if not absolutely and highly objectionable, be sustained by the combined influence of parental and official sanction. Indeed were I as a member of a school committee, to discover that, in the internal arrangements of a school, which I might deem somewhat objectionable, I should very much doubt the propriety of making the desired alteration on the authority of the Committee and requiring the teacher to comply: I should fear that such a course would, at least, very much weaken the respect of the pupils to the teacher to whose charge they are committed. I should prefer to converse kindly and affectionately with the teacher, and induce him to make the desired alteration as his own. In this way by the manifestation of respect for the teacher on the part of parents and committees of supervision, something may be done to deepen and strengthen the affectionate respect for him in the hearts of pupils, which will lead them to regard him ever as their friend, and cause them to manifest an affectionate compliance with all his suggestions. And let me assure you, as the result of many years experience, of

much and varied observation, that much of the happiness and of the success of the school will depend on the cultivation, on the part of parents, of sentiments of affectionate respect for the teacher, in the minds of their children. It serves to place the teacher in the proper attitude before his pupils, as one worthy of their love and their confidence, it opens to him their hearts, and gives to his suggestions their due weight and their legitimate influence.

Various other topics have fallen within the range of my vision, as I have looked at this subject, and have seemed to be more or less intimately connected with it. But the length, to which my lecture has already extended, admonishes me to draw to a close. In closing, I would say, that the more I have thought upon this subject of "Home Preparation for School," the more deeply have I felt its importance. It has seemed to me to touch upon one of the greatest wants of the times, in regard to the full education of the rising generation. Much has already been done for the elevation and improvement of our schools. The Board of Education, in its various influences—the able and devoted Secretary of that Board, by collecting and diffusing information, by giving hints, offering suggestions, and forming plans—Normal Schools, by training our teachers to a more thorough preparation for their work—Teacher's Institutes and Associations, by bringing those together who are engaged in this important work—these all have done, and are doing much for the perfection of our common school system. But that all these instrumentalities may accomplish their whole work, there should be added to them the powerful influence of appropriate and thorough home preparation for school. Until this is added, our schools will not become what, in their highest elevation, they might be—what they ought to be. Individual teachers may, it is true, by their peculiar faculty of interesting the young, counteract the injurious influences of parental neglect. But if we take an enlarged view of the general condition of our schools, we shall perceive, at once, that they must be essentially affected either for good or for evil as parents attend to or neglect proper home preparation.

But, says some parent, you seem disposed to throw a heavy burden upon us, as though we could easily and without difficulty accomplish all that in this respect might be desired. I answer, that I have thrown no burden upon parents. I have simply endeavored to point out the duties, which, in the responsible relation they sustain, naturally devolve upon them. I was for years a teacher, and knew by trying experience the vexations and hindrances in school, arising from the want of proper home preparation. I am now a parent, and have learned, by almost equally trying experience, the difficulty of securing all that home preparation, which I had before thought necessary. And as I have compared former and later experiences, I have felt that parents and teachers are too much estranged from each other.—They look at opposite sides of the picture. In seeking to carry out their respective views, they sometimes, even with the best intentions, thwart each other's efforts. I have thought that parents are sometimes disposed to put too much upon teachers, and that teachers sometimes expect too much of parents. Could parents be awakened to a deep sense of their own solemn responsibilities, in regard to the right training of their children, and to a proper estimate of the value of a good education, then would they regard the teacher as a friend and fellow-laborer in the accomplishment of an important work, then would they do all in their power to render the labors of the teacher as pleasant and as efficient as possible:

then would they frequently consult the teacher in regard to the character and extent of their mutual efforts for the good of their children. And could teachers be aroused to the thought, that, for the time they are in the place of the parent, with all the responsibilities of the parent upon them, could they be assured that they enjoy the respect and confidence of the parents of their pupils, then would they wish to take counsel with them, as to the most effectual methods of accomplishing, by mutual co-operation, the great work which both parties should have at heart. In this way, there would be a mutual good understanding, and a harmonious concert of effort between parents and teachers. Parents would make that home preparation, which is most important in itself, and most desirable to teachers, best adapted to render their labors pleasant and successful, and teachers would carry on the work commenced by parents to its more full accomplishment, and by the united efforts of both, our schools would be elevated and improved. Through the salutary influences of enlightened homes, and the judicious instructions of efficient and advanced schools, the generations, as they rise, would attain a high degree of social, intellectual and moral development.

From the Monthly Religious Magazine.

SMITHSONIAN INSTITUTE.

The first full report of the Smithsonian Institute will be published in a few days; and from that we shall find how much has been going on, in a quiet way, to carry out its ample design. In the meantime it may be interesting to give a general account of it—such as I have gathered from the partial reports already published, and from conversation with the Secretary and other persons.

The sum left in trust to the United States by Mr. Smithson, to promote "the increase and diffusion of knowledge among men," amounted to a fraction on five hundred thousand dollars;* lying unemployed upwards of eight years, the interest amounted to as much more; so that on the passage of the Act, August 10, 1846, seven hundred and fifty thousand dollars were at the disposal of the government. At present the question is, what has been done with it?

Three different objects were advocated with equal zeal by the friends of each, all of them worthy of a munificent foundation. First, a national Literary Institution, of the highest order, comprising a Library the best that could be collected, with every apparatus to make accomplished scholars. Next, a great school of science and art, with scientific apparatus, a museum of curiosities and specimens, practical lectures and a gallery of fine arts. And lastly, (what seems the simplest interpretation of Smithson's words) foundation on a munificent and generous scale, to stimulate research, reward discovery, to bring out the form of memoirs or treatises the highest results of the scientific labors of our country, and trace the progress of knowledge in every department, bringing it in the best shape within reach of all who are desirous to know. This last is the plan urged with great enthusiasm and energy by Prof. Henry, the Secretary.

Combining the several objects proposed, Congress requires that a building shall be furnished, to accommodate them all. For this, the account

* It is often said that that sum was lost, by being invested in worthless stocks; but incorrectly, because, 1. It loses its identity when deposited in the Treasury, becoming part of the national credit, and perishing only with it; and 2. The United States will recover the whole or part of the corresponding sum, which was invested in that stock.

lated interest, (or one-third the entire sum,) is appropriated. It is now rapidly going upon the open space south of the markets; in an admirable situation for beauty of effect—not perhaps the most convenient for practical purposes. The design is the later Norman, or, as it may with more strict propriety be called the Lombard style, as it prevailed in Germany, Normandy, and in Southern Europe, in the twelfth century. It comprises a centre building, with two wings, connected with the main buildings by low ranges and a cloister. The entire front is 421 feet, and the extreme depth in the centre, including the carriage porch, 153 feet. The height of the principal tower is 145, feet, and that of the main building, to the summit of the battlement, 58 feet. The design includes all the accommodations demanded by the charter, to wit: a museum, 200 feet by 50; a library, 90 feet by 50; a gallery of art, in the form of a T, 120 feet long; two lecture rooms, one of which is capable of containing from 800 to 1000 persons, and the other is connected with the chemical laboratory; a committee room for the Board of Regents; a Secretary's room; a room for the effects of Mr. Smithson; a painter's room, &c. The two wings, for the Library and Laboratory, will be ready in a few months; the entire building, in about four years. The style is studiously irregular, being a mass or pile of connected structures, each fitted to its own particular purpose, and having no symmetry to mar by additions that may be necessary hereafter. The Library is calculated for 100,000 volumes, but can be indefinitely enlarged; and so with the museum gallery. The sum seems a large one to expend in building, and so it is, considering the original donation. As a national affair, into which it is destined I trust to grow, with the Smithsonian for one department, it is just right, not at all lavish; costing one-fourth as much as the unfinished Treasury, one-tenth the Capitol, or about as much as twelve hours' war.

The report of the building Committee, (with a full account of the structure, and some curious experiments to test the quality of the material,) shows the extreme fidelity and labor with which every step has been taken. The same Committee have in charge, also, the publication of the first elaborate work under the auspices of the Institution. It is a treatise entitled "Hints on Public Architecture," to contain views of the principal public buildings in the country, a selection of the plans proposed for the Institution, and a full description, with illustrative plates, of the one adopted; together with a great amount of interesting, practical information as to everything connected with material, finish, cost, style, &c., of public buildings. As a sample of the style of the work, the illustrations are estimated to cost two thousand dollars.

Next for the more quiet labors of the Secretary—less conspicuous, but quite as important. After deducting \$20,000 appropriated for the beginning of the library, \$4,000 for scientific apparatus, and other sums for salaries and the like, he has for his main purpose the control of perhaps six or eight thousand dollars a year, which, when the building is finished, will be nearly doubled. At present he wishes to publish nothing in the name of the Institution, but what has substantial value, as original investigation and discovery. Accordingly out of the multitude of memoirs poured upon his hands, on all variety of subjects, and of every degree of ability, he has at present adopted only one. This is a work on the "Indian Mounds," and other antiquities of the western valley, pronounced by the New York Ethnological Society to be by far the most complete, elaborate, and able work, ever written on that subject. It will make a large volume,

printed in the handsome quarto form of philosophical transactions elsewhere, and illustrated with wood cuts most exquisitely designed and engraved. The illustrations will be furnished, and one thousand copies printed at the expense of the Institution. A copy will be presented to every college and important scientific body in the country, and to all similar institutions throughout the world, with a request for similar works in exchange. The author will then be remunerated, perhaps by a premium or donation, and by permission to print an edition for his own benefit, using the types and engravings free of expense. This may serve as an example. Another is a treatise or memoir on the potato-rot, professing to be the fruit of original investigation, and of much practical value. After being examined by Prof. Henry it will be put in the hands of some of the first chemists in the country, and their scientific reputation must answer for its merit, before it will be accepted and printed.

It is a part of the Secretary's design also, to prepare a series of treatises on the different branches of science, natural, moral, and æsthetical, showing the actual position and periodical advance of each department of knowledge. Lectures have been already delivered here, under his direction, by Dr. Scoresby and Prof. Nichol. A part also of the scientific apparatus at his command will be employed in surveys and explorations in various parts of the country, and memoirs will be distributed to men of science and practical knowledge in various places, so as to gather, from their observations, the greatest possible available fund of information. A glance will show the immense unexplored field of research which this will lay open; in magnetic, astronomical and meteorological observations, in aboriginal antiquities and civilization, laws of climate and health, causes of local or seasonal diseases, &c.

I have just alluded to the grand ideal American Institute, (not that which a few years ago assumed the name,) of which the Smithsonian Institution is at present both the visible beginning and the comprehensive germ. It would be interesting to see how much is done already towards it in the national structures and establishments already existing here, and what new features must be developed hereafter, as this beginning creates wants by degrees, which it is incompetent to supply.

From the Journal of Education of Upper Canada.

BOARDS OF EDUCATION—THEIR ORIGIN, CONSTITUTION, AND OBJECTS.

As imperfect and erroneous notions appear to exist relative to the appropriate functions of Boards of Education, it will be useful, and we trust acceptable, to give some account of their origin, constitution and objects in connexion with a system of public elementary instruction. In this connexion they are of American origin; and from the United States have been incorporated into the Common School system of Upper Canada.—We refer not here to such a body as the *University of France*—which stands at the head of the entire system of University, Collegiate and Primary instruction—presided over by a Council of six, each Councillor having charge of one or more divisions of public instruction, and over which Council presides a Grand Master, or Minister of Public Instruction; or as the *Ministry of Public Instruction* in Prussia, which has been separated from that of the State since 1817, and which is divided into several sections, having the oversight and the direction of the whole system of

Education in the kingdom, from the primary Schools up to the Universities. In both these countries, each section or division of public instruction has a head, and the whole system is administered by individual heads of departments. Nor do we refer to such a Board as the Commissioners of National Education for Ireland. For though their functions are limited to primary instruction, they alone constitute the machinery of elementary instruction in that country. In both Prussia and France, the provinces, regencies and parishes, the departments, arrondissements and communes, co-operate in the elementary School system as do our District Councils and School Sections; but in Ireland the local Municipal bodies have nothing to do with the School system; the social state of the country unfits it for such Municipal co-operation; and the Board alone educates, determines the rank and scale of salaries to teachers, appoints the School Inspectors, publishes the School books, and controls all the School houses aided by the Parliamentary grants. The system is simple, central, magnificent, powerful; its School publications are unrivalled, as its principles are Christian and catholic; but it is necessarily expensive—the current expenses of Officers, salaried Commissioner, Secretaries, Clerks, &c., being upwards of £6000 sterling per annum, independent of the expenses (£7000 sterling per annum) of the Normal and Model Schools, and about £400 per annum over and above the receipts, expended in the publication of books; and its mode of administration is foreign to the local institutions, circumstances and habits of the people of this country. The Board was not created to execute a law, but to be a law; it was established and existed fifteen years under the authority of the royal despatch, not to administer a prescribed system defined by law, but to create a system; and it is the sole, absolute moving power of that system. The powers exercised by local patrons are given, not by statute, but by the Board itself, and can be modified at its pleasure. The Board expends the Parliamentary grants upon terms of its own prescribing; nor is a sixpence given to a Teacher not on its own list, nor an Inspector of Schools employed except by its own appointment, nor is there any local School authority except by its own creation. It can hardly be expected that the local Councils in Upper Canada would be willing to relinquish the powers which they possess in our School system to a central Board appointed by the Crown—like that in Dublin, and designed for a state of society like that of Ireland.

The Boards of Education of which we propose to speak are those which have become a part of the Common School system from which we have chiefly borrowed, and which have not as yet deducted a farthing from the School Fund of any country. The first of these Boards was created in the State of Massachusetts in 1837—an example which has been followed by the State of Maine, while the States of Rhode Island, New Hampshire, and Vermont, have followed the New-York State model in having a State Commissioner or Superintendent.

The system of Common Schools in these States is peculiar. For more than a century each town or township of six miles square has been required by the law of the State to have a School or Schools of a certain rank so many months in the year, according to the population—and for the support of these Schools every inhabitant was made liable according to his property. In case of the requirements of the law being neglected, the dissatisfied inhabitants desiring education for their children could complain to the Grand Jury of their county, and the delinquents

would surely be indicted and fined. The remedy was so certain and effectual, and the desire for education so general, that in very few instances have the requirements of the law been disregarded; in most instances they have been exceeded. But still, the system was not a *state*, or even *county*, it was only a *town* system. The ordinary courts of law were the only School authorities beyond the town committees. Each town had no higher standard for Schools than that furnished by itself. The Schools had therefore remained stationary for more than half a century, and were falling behind the wants of the age, when, to supply some extent the desideratum of a central and general system by the diffusion of useful knowledge, a Board of Education was established.

THE FIGURE NINE.

However many nines may be added together or by whatever number or numbers it may be multiplied, the line of figures for the sum or product may be added together, and it will consist of one or more nines. For instance, twice 9 are 18; the 1 and 8 are nine; 4 times 9 are 36; and 3 and 6 are 9. A learner finds some amusement in increasing the amount, as if he expected some variation might be found, but when he gets to 11 times 9, he finds the product is only 99, two nines. And at the next step higher, viz: 12 times 9, he obtains only 108, or one 9.

Then he may be shown the fact that nine digits, 1, 2, 3, 4, 5, 6, 7, 8, 9, amount to a large number of nines, namely, 5 nines are 45; and he may be taught that if, instead of adding a line up, he will multiply the middle figure by the last figure, namely, 5 times 9, he will find the value of the whole most readily; and this upon a principle of taking averages, which he will have occasion to resort to in higher departments of the science.

He may then be directed to notice the effect of adding together two lines formed of the nine digits, but in reversed order. For instance:—

1 3456789

987654321

111111110

There is something striking to the eye in such a product, for the wonderful number recurs in nine ones; and it may serve to induce thinking. Or let the one line be subtracted from the other in this way:

987654321

123456789

864197532

In this result the odd and even numbers become curiously arranged; the whole of the nine digits are there, as in the upper lines; there is no surplus or repetition; there is only one figure of a kind; of course they amount to five nines.

Would the pupil wish to see a sum in multiplication, the product of which shall contain several figures alike? Tell him to set down all the digits except 8, and if he would like the product to be all ones, let the line be multiplied by one nine:

12345679

9

11111111

And here again is the faithful number, for the product present nine ones.

If the product of twos would please him, let him let him multiply the line with two nines or 18, and so on with 27, 36, &c., until by multiplying by 9, or

81, he will have a product of all nines, and 9 of them:

12345679	12345679	12345679
18	45	81
98765432	71728395	12345679
12345679	49382716	98765432
22222222	55555555	99999999

The pupil may try the intermediate numbers to produce threes, fours, sixes, sevens, and eights.—There will be found nine of each, and the figures of each product added together will be of equal value to each respective multiplier.

If the number 9 be multiplied eight places in a line by two and the other digits, up to nine inclusive, the whole line of results will be ranged alike, from left to right, and from right to left; that is from *a* to *a*, reading the figures in either direction:

9	9	9	9	9	9	9	9	9
2	3	4	5	6	7	8	9	
a18	27	36	45	54	63	72	81a	

And the first figure in each couple, for either end, is in simple rotation from one to eight.—*Ross' Ment. Cal.*

PROFESSOR AGASSIZ.

This distinguished naturalist arrived in town on the 15th inst., with a geological class from Cambridge.—The party spent two days examining the formations in this vicinity, and of Goat Island particularly. As this is an excursion for practical instruction in Geology, the Professor, on the evening of the 17th, gave the class a short but very interesting lecture upon Niagara. Professor Agassiz is confident in the belief that Lake Ontario was once bounded by the Ridge Road, which was formed by the action of its waters, and thinks even, that its waters, at a remote period, washed the base of the Lewiston Ridge. He also confirms the opinion hitherto advanced by Geologists, that the Falls were once at Lewiston, and St Davids, and that they receded, "notching the centuries in the eternal rocks," until they reached their present position. The channel which made the Fall at St. Davids—four miles west of Queenston—left the main channel at the Whirlpool, and had a much less depth of water than the latter channel. At the Whirlpool where the falling water met a stratum of the Medina Limestone. Professor Agassiz thinks the Fall was stationary for a longer period than at any other point between this and Lewiston. He is also of opinion for reasons which he very lucidly explained, that the Falls will never recede much above their present position, and of course that all apprehension that Lake Erie will ever be drained is utterly groundless. On Monday morning the party went to the Whirlpool, and in the afternoon left for the North shore of Lake Superior. After an absence of about seven weeks they will return here to devote another week to this interesting locality. Professor Agassiz is enthusiastic in his admiration of the Great Cataract, and he seems to regard Iris Island as a Geological ELDORADO.

And here we would take the liberty to express our unqualified commendation of this, and similar excursions. This party of young American students casting behind them the allurements of vacation, with all the vigor, inquisitiveness and ambition of youth, under an able, accomplished and eloquent teacher, go forth to study the great Book of Nature. Leaving the confined atmosphere and the oft-thumbed textbooks of the study, and the musty tomes of the library, discarding for a time, the ingenious theories, the bold speculations, the plausible and even accurate demonstrations of men, they seek the TRUTH as God

has written it on the broad and attractive page of Nature. And the more thoroughly they become initiated into the great truths and mysteries of this page, the more effectually will they be armed against the shafts of infidelity and the alluring sophistries of a too confident and world-wise philosophy. The greater too, will be their admiration and the more earnest their adoration of its Divine Author. Humility the offspring of true wisdom, will elevate them by elevating and enlarging their conceptions of the Deity. They are pursuing their enquiries in the true Grove of Academus, and they cannot but return to their College walls with minds laden with rich stores of knowledge, and bodies invigorated by the physical exercise rendered necessary in its attainment. We honor these young men for their choice, and we honor the Institution which is willing to afford them such advantages, and we bid them "God speed" in their onward course.—*Iris of Niagara Falls.*

THE MOTHER.—Scarcely a day passes that we do not hear of the loveliness of women; the affection of a sister, or the devotedness of a wife; and it is remembrance of such things that cheers and comforts the dearest hour of life—yet a mother's love far exceeds them in strength, in disinterestedness and purity. The child of her bosom may have forsaken her and left her—he may have disregarded all her instructions and warning,—he may have become an outcast from society, and none may care for or notice him, yet his mother changes not, nor is her love weakened, and for him her prayers will ascend! Sickness may weary other friends—misfortune drive away familiar acquaintances, and poverty leave none to lean upon; yet they affect not a mother's love, but only call into exercise, in a still greater degree, her tenderness and affection. The mother has duties to perform which are weighty and responsible—the lisping infant must be taught how to live—the thoughtless child must be instructed in wisdom's ways—the tempted boy be advised and warned—the dangers and difficulties of life must be pointed out, and lessons of virtue must be impressed on the mind. Her words, acts, faults, frailties and temper are all noticed by those that surround her, and impressions in the nursery exert a more powerful influence in forming the character than do any other after instruction. If passions are unrestrained—if truth is not adhered to—if consistency is not seen—if there be a want of affection or a murmuring at the dispensations of Providence, the youthful mind will receive the impression, and subsequent life will develop it; but if all is purity, sincerity, truth, contentment and love, then will the result be a blessing, and many will rejoice in the example and influence of the pious mother.

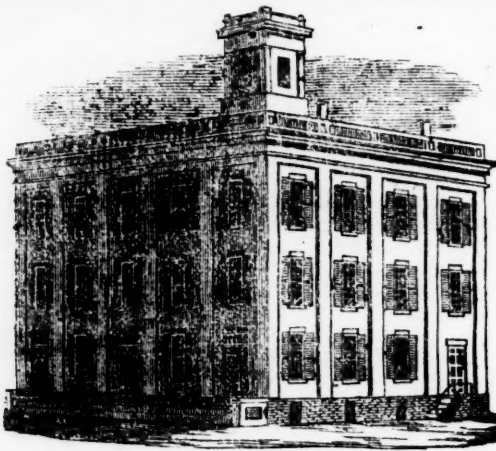
A MORAL WELL POINTED.—Sophronius, a wise teacher, would not suffer his grown up sons and daughters to associate with those whose conduct was not pure and upright.

"Dear Father," said the gentle Eulalia to him one day, when he forbade her, in company with her brother, to visit the volatile Lucinda, "you must think us very childish if you imagine that we would be exposed to danger by it."

The father took in silence a dead coal from the hearth, and reached it to his daughter. "It will not burn you, my child—take it."

She did so, and behold her delicate white hand was soiled and blacked, and as it chanced, her white dress too.

"We cannot be too careful in handling coals—even if they do not burn, they blacken. So it is with the company of the vicious."



PALMYRA UNION SCHOOL.

The building erected for the purposes of this School, (represented by the above cut,) is 70 feet long by 60 feet broad, fronting west on Canandaigua Street. It is three stories high, of 12 feet each in the clear, above a basement 8 feet in the clear. There are 11 rooms in the building, besides those of the basement.

On the first floor, is the room devoted to public Exercises and Lectures, 57½ by 42 feet, capable of seating 500 persons—entered by 3 doors from the front. In the rear, or on the east side, are two rooms 23½ by 20 feet, divided by a hall and stairway leading to an outside door; one, connected with the Assembly Room by folding doors, and used as a Recitation Room; the other occupied by the Juvenile department. The upper structures are supported by 6 neatly fluted cast iron columns within the large lecture room first mentioned.

The two front rooms on the 2d floor, 23 by 19 feet each, are occupied, one as a recitation room, and the other for the Library, apparatus, &c. The latter is also used by the Trustees as their place of meeting for the transaction of business, and for the reception of visitors to the School. The rear two rooms on this floor, each 50 by 23 feet, are used for School rooms—each containing 52 desks, and each desk fitted to accommodate two scholars. Above these, on the 3d floor, are also two rooms of precisely the same dimensions, and fitted and occupied in the same manner. In front of these, on the same floor, and over the Library and Recitation Rooms previously described, are two rooms of the same size of those below—one used for a Recitation Room, the other occupied by the Teacher of Penmanship.

The ascent from the first to the second floor, is by two flight of stairs, the one from the North and the other from the South front door. There are halls on the 2d and 3d floors running through the whole length of the building, from west to east. These halls are 10 feet wide and 12 feet high. The ascent from the 2d to the 3d story is also by two flights of stairs.

The building stands upon an area of 2½ acres, neatly graded and enclosed, and to be suitably filled with shade and ornamental trees and shrubbery as soon as the proper season for that purpose shall arrive. Within this area, is an excellent well of water, together with ample play-grounds, and all necessary out-buildings, lattices, &c. In the cupola of the building is a fine toned bell, which cost about \$215, obtained through the praiseworthy exertions of the ladies of the village from the avails of a "Fair," planned and conducted by them last winter.

The house and lot, with apparatus, improvement of grounds, &c., cost the citizens of Palmyra between ten and eleven thousand dollars. The School commenced its first term on the 8th of May, and it now numbers 400 scholars, under the supervision and instruction of J. W. French, A. M., as Principal, and seven male and female assistant Teachers.

Thus far the School has exceeded the most sanguine expectations of its friends, and has silenced by its success and popularity, every tongue which has heretofore opposed its commencement and progress.

This institution had its origin in a series of public meetings of citizens, held for the purpose of discussion and comparison of views upon the subject. The final decision in favor of consolidating the three School districts of the village into one district, denominated "Union School District No. 1, of Palmyra," was arrived at in the winter of 1846—the necessary tax was voted soon afterwards—and the building, which was commenced early in the following spring, was completed May 1, 1848.

The public exercises of the School are weekly attended, on Saturdays, by large numbers of the parents and guardians of the pupils, and by other ladies and gentlemen of the village and neighboring towns; and it is believed no one has gone away dissatisfied. The friends and enemies of Union Schools, and all who are interested in the cause of popular education, are invited to witness the operation of the system as it is here exhibited, and challenge, if they can, to propose a better one.

THE RULING PASSION.—We scarcely know of a more touching incident of "the ruling passion strong in death," than are the last words of a schoolmaster, who, for upwards of thirty years, had gone in and out before successive little flocks in the same place, when the film of death was gathering over his eyes, which were soon to open in the presence of Him who took little children in his arms and blessed them, he said: "It is getting dark—the boys may go out—school's dismissed!"

GETTING GOOD BY DOING GOOD.—Benevolence is a fundamental law of our moral being; and the man who labors for his fellow men secures thereby the gratification of his most commanding principles of action; but he who labors for himself alone, stirs against his own peace some of the most operative elements of his own nature.

DISTRICT SCHOOL JOURNAL.

SYRACUSE, AUGUST 1, 1848.

⚭ This number has been delayed a few days, in consequence of the editor having been sick.

THE SCHOOL SYSTEM OF MICHIGAN.

When we compare the present condition of our Public Schools in this State, with their condition thirty or forty years ago we can hardly think of the change as a reality.—We seem like one who has been dreaming. In most of our villages and populous districts, we meet with handsome, well built, and well furnished edifices, fit for the use of a college, and filled with "well ordered files" of from forty to four-hundred children, under the care of teachers, educated, for the most part, expressly for the work of training the rising generation to assume the intellectual and moral responsibilities of citizenship. And we every where find the people taking a lively interest in every thing which belongs to this great work, or promises to promote it.

It has not always been so. We have a very distinct recollection of a state of things under which the school and the school house were a sort of Botany Bay, to which we were banished in order to be got rid of at home, and where we sat six hours on a bench, and said A, B, C, once in each three hours. Those days of penance, when the mere change of attitude was deemed a luxury, are undoubtedly fresh in the memory of thousands who now are engaged in administering our School System. The limited range of studies and meagre appliances for illustration which were deemed ample in our school-boy days, will never be forgotten.

But our pleasures come of contrast, and we appreciate the good by our knowledge of the evil. It is doubtful therefore, whether some of our western neighbors are likely to know what good schools are, having had no experience of bad ones. In the Peninsular State of Michigan, for example, which twenty years ago was the habitation of wolves, Indians, and a few Canadian French, their school system has sprung into being, like Jupiter from the head of Minerva, in full strength and panoply. We have before us the Reports for 1815,—'6,—'7, of the Superintendent of Public Instruction of that State, and from these, as well as from other sources of information, we think that Michigan will come behind no State in the Union, in providing for the thorough education of *all* her children. With a liberality and zeal, which would do honor to older States, she has laid the foundation of her school system broad and deep. With a wise foresight, she has seized the morning of her opportunity, and planted her system amidst the prairies and oak openings, so that wherever the immigrant settles he finds the school already established, or the means of establishing it ready to his hand. She has carried out the intent of the memorable Ordinance of July 13th, 1787. In that Ordinance for the Government of the Territory of the United States, north-west of the river Ohio, it was declared that "religion, morality, and knowledge, being necessary to good government and the happiness of mankind, SCHOOLS, AND THE MEANS OF EDUCATION, SHALL FOREVER BE ENCOURAGED."

When the State constitution was adopted in 1835, and ratified by Congress in 1836, the present school system went into operation, and an experience of twelve years has brought Michigan into enviable comparison with the older States of New England.

Michigan is divided into school districts, and a school

must be maintained in each of them for at least *three* months in every year, in order to share, in the avails of the school fund. Of the extent of this fund, some judgment may be formed when it is known that, besides the *interest* of the primary school fund which amounts to *thirty-four thousand* dollars, the qualified voters of every township may raise by tax *fifty cents* for every child in the township between the ages of four and eighteen years. For the same purpose also, the Supervisors are required to assess *one mill on each dollar* of the valuation of the taxable property of their respective townships. The aggregate thus provided, amounts for the present year to \$122,000.

Now the number of school districts in Michigan is probably not over 3000, while in the State of New-York it is about 11,000. The children of a suitable age in Michigan for the schools is nearly 110,000; while in this State they are over 700,000. And yet, while New-York pays from her school fund less than 140,000 dollars, Michigan provides \$122,000; which, in proportion to her population is *six* times as much as New-York provides. So much has Michigan come nearer to the practical carrying out of the doctrine that *the property of the State should educate the children of the State*.

The School System of Michigan is to all intents and purposes a system of Free Schools. For although, the public moneys do not quite pay the whole expense of teachers' wages, and a deficit remains to be made up by district rate bills, yet provision is made not only for the free tuition, but for the *school books* necessary for the use of *every* child, whose parents are not able to provide them, and the expense is met by an assessment on the property of the district.

The system of District School Libraries, which was adopted at first, has been changed to a system of *Township Libraries*. Some advantages doubtless result from this change. The new system is more simple and economical; but the books of course, not quite so accessible. The number of volumes in these Libraries last year, was 41,000, which, for the population, was more than the 1,300,000 volumes in the District Libraries of this State.

But the crowning glory of the School System of Michigan is its University. Its object is "to provide the inhabitants of the State with the means of acquiring a thorough knowledge of the various branches of literature, science and the arts." It consists of three departments:—1. of literature, science and the arts; 2. of law; 3. of medicine. It contemplates a principal College which is established at Ann Arbor, and branches to be established in other parts of the State as need shall require. The funds for its support are drawn from public lands which have been set apart expressly for this object. Two college buildings have been already erected at Ann Arbor, capable of accommodating 150 students; and houses are built for four Professors.—There are, at present, four Professors and *seventy* students. The students pay *nothing* for tuition, if they are citizens of the State. The only charge is the trifling one of ten dollars per annum for contingent expenses. The University, which is yet in its infancy, is under the management of a Board of Regents, but it is rapidly rising in favor, in reputation, and in its means of usefulness. The location at Ann Arbor is one of the most beautiful that can be imagined; and Michigan may well be proud of it for what it already is, and for what it is yet to be.

BACK NUMBERS.

We frequently receive orders for back numbers of the District School Journal from those who have neglected to preserve them according to law, or in consequence of mis-

carriage. To such calls we have responded until the excess of several hundred has been entirely exhausted, and therefore we are unable to supply any further demands of this character.

We have taken special pains to have the Journal mailed correctly, but still find embarrassments growing out of the inaccuracy of the mail books. The request of the Department, found in another column, for the post office address of each Town Superintendent whose term of office commences in November next and the direction to be given to the Journal for the several districts of his town will secure such corrections as may be necessary. It is to be sent gratuitously to each school district and Town Superintendent in the State, and hence the importance of an early and full response to the request of the State Superintendent. Care should also be taken to give the joint districts correctly by the Superintendent in whose town the school house is located.

SCHOOL TEACHING—PROFANITY.

The Town Superintendent of Schools in Kingston, in this State, recently addressed to the State Superintendent a letter as to the propriety of making *habitual profanity* a disqualification for a public school teacher. To this the following very proper letter was returned:—

SECRETARY OF STATE'S OFFICE, }
ALBANY, July 21, 1848. }

SIR,—You desire to know whether habitual profanity should be regarded a disqualification in persons presenting themselves as candidates for school teachers.

Among the qualifications required for a school teacher, a good moral character is not the least important. He may be a proficient scholar, and may possess undoubted ability to impart instruction with success, but if his instruction is immoral in its tendency, it is worse than ignorance.

Profanity is not less a violation of morality than falsehood, drunkenness, or theft. It begets a recklessness of thought and action—a moral vacuum where every vice may find a sure receptacle; and in tender youth—a person entrusted with their character, their prospects and their usefulness—it should not and cannot be allowed.

Your refusal to grant certificates to teachers who are addicted to *habitual profanity*, is therefore, in strict accordance with the rules of this Department, and meets its approbation. Yours respectfully,

CHRISTOPHER MORGAN,
SUPT. COM. SCHOOLS.

Mr. C. D. KEATON, Town Supt.

FAMILY AND SOCIAL READING.—The benefits of social reading are manifold. Pleasures shared with others are increased by the partnership. A book is tenfold a book when read in the company of beloved friends, by the ruddy fire, on the wintry evenings; and when our intellectual pleasures are bathed in domestic affection. An elegant writer, commending the practice of reading aloud, says:

"Among a thousand means of making home attractive—a main point in ethics—this stands high.—What is more pleasing? What more attractive?—What more rational? He would be a benefactor indeed, who should devise a plan for redeeming our evenings, and rally the young men who scatter to clubs and taverns and brawling assemblies. Such a reformer and inventor would deserve a garland of heart's ease, from the hands of slighted women.—Families which are in a state of mutual repulsion

have no evening together over books or music. The master is at the frequented bar-room. The boys are at some public room or place of amusement. The girls are abroad in full dress. The mother sits at home in spectacles. And the several parties straggle in, weary and sometimes surly, at such hours as suit their whim, and then only as nature demands sleep. It is well even if this, at length, is not sought from home."

OFFICIAL.

STATE OF NEW YORK.

SECRETARY'S OFFICE,
Department of Com. Schools. }

ALBANY, July 29, 1848.

The Town Superintendents elected to take their offices on the first day of November, 1848, are requested to report to this Department immediately, stating their names, and their post office address.

They are also requested to direct how the District School Journal for the district shall be directed, whether to the Town Superintendent, or to the districts; and if to the districts, then to what post office.

CHRISTOPHER MORGAN,
SUPT. COM. SCHOOLS.

EDITOR'S TABLE.

"Variety is the spice of life," says the proverb, and the table a very good place for it adds the epicure. Such being the case with those who eat and drink at table, it may not be improper to serve the guests at the Editor's table much in the same manner. We do not, therefore, deem it fair to spread it entirely with Book Reviews. They are well enough, and quite important when properly made; but something else by way of condiment seems desirable.

We propose to be a little more social with our readers while "at table," than would be justifiable in the body of our Journal. In these our "friendly chats," we shall attempt to present such topics as may incidentally claim our attention, or may be current as news in educational circles. In accordance with these professions, we invite attention to the following official notice of the

NEW-YORK STATE TEACHERS' ASSOCIATION.

The third Annual Meeting of the Association will be opened at Auburn, on the first Wednesday of August next at 10 o'clock, A. M.

Reports on the following subjects will be presented:

Union Schools,	N. Brittan, of Wayne.
Educating Teachers,	Mr. Howe, of Ontario.
Emulation,	Mr. Kenyon, Allegany.
Ventilation of school houses,	Mr. Bulkley, Albany.
Study of Mathematics,	Mr. Coburn, Tioga.
Latin and Greek languages.	Prof. Kendrick, Madison University.
Elocution,	Prof. Mandeville, Hamilton College.
Study of English Language,	Mr. Smeaton, New York.
School Libraries,	Mr. Bronx, Albany.
System of Instruction.	Mr. Wm. P. Lyon, Westchester.
Incorporation of the Association.	Mr. Bulkley, Albany, and Hazeltine, New-York.
A lecture on College Education, its adaption to the age and the institutions of our country.	Prof. J. Proudfit, New Brunswick, N. J.

Reports may also be expected from Mr. Cole, of Prattsburg, Steuben Co., and from Prof. Low, of Geneva College.

Other important subjects will be presented for discussion and action.

Our common interests, and the great cause in which we are co-laborers, will it is confidently expected, secure a large attendance of the Teachers of the State. An invitation is most cordially extended to Teachers in other States, and to the friends of education generally, to unite with us in our efforts to elevate the character of the profession, and extend the influence and blessings of education, by improving the methods of instruction, and placing the employment in that position of honor and dignity, to which its importance entitles it.

S. B. WOOLWORTH, Pres. of the Association.

We need hardly urge the Teachers and friends of education generally, to unite in promoting the great objects for which this Association was formed. The importance of associated effort is too well understood and too generally acknowledged to require any arguments from us. In no way can the interests of education be more rapidly advanced than by improving the qualifications of Teachers, who are to be entrusted with the instruction and government of the rising generation. In addition to a thorough knowledge of the branches of study taught in our schools, they need the benefits of each other's experience, the *esprit de corps* created by such meetings, and the waking up of public attention to the subject of education that must necessarily be one of the consequences of associated effort. It is hardly supposable that so large a body of practical Teachers, among whom may be found some of the ripest scholars and best disciplined minds of the age, can meet without imparting to each other much valuable information.

The subjects of discussion are all of great practical importance to Teachers and parents. They are to be presented in the form of elaborated reports or essays, after which they are to be discussed by the members of the Association for the purpose of eliciting the views they entertain. The topics embraced in the above programme of exercises, and the appointments for presenting them, are an ample guaranty that the approaching anniversary will be interesting and profitable, and we hope will secure a large attendance.

UNITED STATES SCHOOL AGENCY.

About one year ago, a School Agency was established in the city of New-York, with a view to aid Teachers in finding employment, and to serve Institutions of Learning by facilitating their efforts to procure suitable instructors, books, apparatus, &c. The following extract from a communication from the Proprietor, will enable our readers to form some idea of the objects of the agency and the progress it has made in promoting them:—

"The register exhibits the names of hundreds in the profession, who have high testimonials from respectable Institutions, where they have officiated in various capacities as Principals, Professors, or Teachers, both in this country and in Europe. Perhaps no undertaking was ever commenced under more favorable auspices, and with better prospects of eminent usefulness. It is now known from Maine to Florida, and has induced an extensive correspondence affording pleasing evidence that it is fast gaining the confidence and patronage of the Literary Institutions of this country. The satisfaction expressed by our numerous respectable patrons, affords high encouragement, for in their opinions it must succeed and take an important place among the best enterprises of the age."

The Proprietor solicits catalogues and circulars of all Literary Institutions for gratuitous distribution.

There can be no doubt of the public utility of such an agency, if established on such principles as are calculated

to promote the interests of employers and employed in an equitable manner. Institutions in want of an Instructor are placed on record, with a description of the services desired, for sums varying according to the responsibilities involved. The places are filled from such applicants as, judging from testimonials, are best qualified for the situation. With a strict impartiality and fidelity to the trusts reposed in the agency, and with patronage enough to support it, the contemplated objects may be attained. The references and testimonials in favor of this establishment are highly creditable, and give promise of making it useful and permanent. Address E. H. Wilcox, (post paid,) No. 124 Nassau-street, New-York.

OHIO STATE NORMAL CLASS.

The Ohio State Teachers Association have organized a State Normal Class, or a State Teachers Institute, which has been under a course of study accompanied with lectures for the last six weeks at Norwalk. The *Reflector* in speaking of the Class, says:—

"If it may be viewed in the light of an *experiment*, the fruits of the enterprise thus far, in the estimation of all who have observed them, establish firmly its success. Teachers and citizens who have shared in the course of instruction here, unite in attesting its excellence, and the benefits they have already derived from it."

The several branches of study are taught by some of the most distinguished Professors and Teachers of the age, among whom we recognized several from this State.

The lectures are highly spoken of by the press in the vicinity. The pupils have added to the interest of the exercises by their Disquisitions on School Government, and reviews of the various methods of teaching submitted for consideration. The *Reflector* closes an article in commendation of this expedient as follows:—

"Our citizens have viewed with solicitude the progress of this class, and have witnessed its success with ardent gratification. The excellent deportment of the pupils, the talent and gentlemanly character of the instructors, and the admirable order of arrangements which has been pursued under the able supervision of Mr. COWPERY, have much enhanced the estimation, cordial as it was, with which they regarded the commencement of this enterprise."

We hope this effort will lead to the establishment of a Normal School, to be permanently and liberally endowed by the State. Such an Institution, together with the organization of Teachers' Institutes, would give to Ohio the full realization of the hope inspired by this experiment.

THE JOURNAL OF EDUCATION FOR UPPER CANADA, in reply to our remarks upon the inhibitory provisions of the Provincial School Law, asks "whether we, or this government, would encourage or allow, the use of Foreign books in the Common Schools of the State of New-York, which reflected upon the Institutions and character of the American people? Would they patronize school books which contained paragraphs, lessons, and orations, denouncing the government of the United States as a tyranny, its people as tyrants or slaves, its Institutions as incompatible with human freedom? We are sure they would not. We are satisfied that the most enlightened educationists in the United States will say, that their Institutions do not require the support of this peculiarity in their school books, and the removal of it will be honorable to themselves, and terminate the objection to the use of their books in the schools of other countries."

We admit their is force in this objection to what is certainly, an unnecessary feature in our text books. The

former relations of the two countries have given rise to sentiments and feelings, which succeeding generations, it is hoped, will never learn by experience. The school books partook of the spirit which existed at the time of separation, and probably exerted no small influence in securing attachment to our Institutions. The reflections upon the laws of the mother country were but the natural language of a child whose maturity was disputed and successfully demanded. The parent and the child have since acquiesced in the events of that period, and there is now no necessity for fostering a spirit so naturally engendered by the separation, yet so repugnant to a generous and honorable amity.

In this respect the character of our school books is changing rapidly. Every new accession brings a more liberal spirit, and will soon relieve our neighbors from these embarrassments.

We are pleased to learn that there is a prospect of engrafting District School Libraries upon the school system of Upper Canada, and that no objections will be urged against many of the admirable works which constitute the common School Libraries of this State and Massachusetts.

As to the employment of Teachers from the United-States, the Superintendent says in his report, "that less evil arises from the employment of American Teachers than from the use of American school books." We do not see how a reciprocity of feeling and effort can exist until this inhibition is removed. We hope our respected cotemporary has been misinformed of "Canadian applicants having been rejected upon the ground of their being *British* subjects." We are confident this is not a general rule in New-York, where the highest aim of school officers, it is hoped, is to secure the *best* Teachers. The fact is, the proximity of this State to the Canadian Provinces should prevent all national jealousy, and encourage a generous emulation for improvement; and it affords us pleasure to observe that the good spirit of the Journal of Education, and the enlightened devotion of the Chief Superintendent of Common Schools to the interests of Education, evince no lack of determination to cultivate the most friendly intercourse with the Teachers of this State, by whom their courtesies will be cordially reciprocated.

The annual examination at the close of the summer term of the Troy Female Seminary has just been made by the undersigned, a committee appointed for that duty, and they have the honor to submit the following

REPORT.

The Committee were aware, before entering on their duties, that the Troy Female Seminary was founded by one of the most distinguished educators of our country, and that the system so wisely adopted by its founder, had been improved and perfected by its present distinguished Principal.

The Committee were therefore prepared to find good methods of teaching, well established in an Institution which has enjoyed the highest reputation for a quarter of a century, and after a full and very thorough examination of every department, they are unanimous in the opinion that the highest grade of excellence has been attained. The method of teaching is the same, in its general features, in all the branches. Its chief characteristic is *thoroughness*. The pupil is required to understand *fully*,—to remember *accurately* and to explain with clearness and precision, whatever is taught in the whole range of studies.

In the Mathematics, for example, the definitions and axioms are taught so carefully at first that they become, as it were, a part of the very feature of the mind, so that the

reasonings which are built upon them are but new combinations of known and familiar things.

That system of instruction which fixes permanently in the mind distinct ideas, and explains the laws by which they may be combined to form new trains of thought, cannot fail to make accurate and thorough scholars. The rich fruits of this system were found in all the departments of instruction. The pupils were able to sustain an examination equally, whether questioned by the Teacher or by the Committee. There was a general intelligence—a self-possession—a free and easy working of the mind—in all the classes, which can only come from good instruction and labor combined.

The Committee performed their full share of the labors of the examination. Whole classes were examined by them, on entire subjects, without the slightest knowledge of the attainments of particular pupils, or without any use of the text book which had been used—and even that—the severest test of an examination only proved how thoroughly and fully the system had been carried out, and how much may be accomplished by judicious and thorough training.

The committee have noticed with great satisfaction the judicious division of the school into classes, and the assignment to each class of subjects, with reference to age and capacity. This is one of the features which contributes largely to the general success. Minds of nearly equal powers and similar tastes are thus brought together, and all the advantages of honorable competition are gained without producing discouragement or a sense of inferiority. A general system of instruction and government exerted over so large a school, which is felt by all, and imparts to all its beneficent influences, and yet reaches the wants and meets the demands of each particular case, is like the general law of gravitation whose unseen but ever active power governs the motion of the minutest particle of matter and causes the stability and harmony of the spheres.

The Committee did not limit the examination to the simple duty of ascertaining how many facts had been learned by the pupils—how many propositions they could demonstrate in the exact sciences, or how many evidences they could present of cultivated taste. These, it is true, were the elements of the problem, which the Committee were to solve; but they were not the problem itself.

The view presented to the Committee had a wider range. They felt at liberty to look at the Institution as a whole—to see if the parts were well adjusted to each other—if the exact and mixed sciences—the subjects of history and geography as well as those which are especially calculated to cultivate taste and refinement had each its appropriate place and proper importance. They feel great confidence in expressing the opinion that a beautiful symmetry prevades the entire system, which is so modified and administered that the highest capacity and the most discriminating taste may find full scope for exercise and development, while the desire of knowledge may at the same time be fully gratified though not accompanied by the highest powers of mind without any feelings of discouragement or loss of self-respect.

The results of a system so admirable in itself and so well administered are visible in all the departments of instruction. They are seen in the orderly and graceful demeanor of the pupils—in their simple and quiet manners—in their easy and proper positions in the examination hall—in their manner of demonstration at the black-board and in the significant emphasis of their language—but above all in high mental development shaded and softened by the graces of cultivated taste.

That the pupils of the Institution, who improve the many advantages which are here presented, will grow in all excellence and take their places among the useful and honored members of society is the firm belief and ardent prayer of the Committee.

CHARLES DAVIES,
EBENEZER HALLEY,
EDWARD COOPER,
D. G. EATON,
JOHN B. GALE,
J. C. BURROUGHS,
HARRIET B. PAIGE.

THE AMERICAN QUARTERLY BY REGISTER AND MAGAZINE, "*Causas rerum videt, earumque progressus*"—*Cicero*. Conducted by JAMES STRYKER. May 1848. Vol. 1 No. 1. Philadelphia: E. C. Biddle, No. 6 South Fifth street.

Nearly all the periodical literature of this country is furnished as a luxury to be enjoyed immediately, and like many of the epicure's choicest dishes must be served while hot or its excellence will evaporate. The bright and sparkling ornament may remain, but will not satisfy the appetite any better than the rich condiment of viands that have lost their deliciousness by having been kept beyond the proper period for use.

This Quarterly, the first number of which is before us, is intended to supply a well digested summary of all the events that belong to the history of the times, with the documentary proof. Its department of statistics embraces many valuable statements, and such facts as make up the sum of practical knowledge. Among the articles are interesting biographical sketches, and a fine variety of scientific and miscellaneous papers. The first is entitled "Historical Review and Register for 1846 and 1847." It occupies about 30 pages, and exhibits an amount of research in collecting facts which promises the highest character for accuracy in this department of the work. Those who read this introductory article, will see the importance of this quarterly record of events, enabling the reader to become acquainted with those facts of the present which will form the basis of the future history of nations.

We are pleased to learn that the School Department consider the work of sufficient merit to recommend its introduction into the school libraries of the State, as a reliable compend of important and useful knowledge.

Each number will contain 300 pages, royal octavo, in paper covers, making an aggregate of more than 1200 pages at the low price of \$5 00 per annum. Its cheapness, and the sound and reliable character of its articles, should secure for this work a wide circulation. It is a rich library of itself, and fully meets the highest expectations of a magazine, combining interest and usefulness in such proportion as to make it the treasury of knowledge for the present and future, being alike valuable to this and coming generations.

THE AMERICAN SPEAKER: Being a collection of pieces in Prose, Dialogue and Poetry; designed for exercises in Declamation, or for occasional reading in school. By CHARLES NORTHERD, Principal of the Epes school, Salem. Syracuse: Hall & Dickson. New-York: A. S. Barnes & Co. Boston: W. J. Reynolds & Co. 1848.

This volume contains judicious selections from the best writers in our language. The author has excluded such pieces as are calculated to awaken a martial spirit, a merit that should obtain a wide circulation for the book. At no time could this feature in a school book be more opportune than the present.

The variety of the pieces, and the moral sentiment which characterizes them, the appropriate length of the selections, and the admirable style in which the work is brought out, must commend it to public favor.

The publishers in this city, will accept our thanks for a copy.

ARITHMETICAL INVESTIGATOR, by John W. Bedford, is the title of a new work in press at this office. We have read the major portion of the manuscript, and find it presents this science in an original, concise and perspicuous manner. It will be published in time for the winter schools, by Messrs SEEDBARD & BABCOCK of this city.

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Announce as in Press for the Fall Trade,

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This work has been extensively introduced into the schools of the State of New York, and the publishers have received numerous testimonials of its excellence from teachers of the highest merit. It should form a part of the school apparatus of every District School in the State, for by its use a greater amount of astronomical information can be imparted in one month, than can in six months, by any other method. Teachers are earnestly desired to give it an examination.

Barritt's Geography of the Heavens, is too well known to require any commendation.

The National Geography, illustrated by 200 engravings and 60 Stylographic maps, by S. G. Goodrich, 1 vol. quarto. This work has been entirely revised and with its new and elegant maps is the best work of its kind extant. It is designed as a school book—as a book for teachers, and a thorough training in the study of Geography is the object at which the author aims. He desires that the pupil shall not only learn and recite, but that the lesson shall be so learned and recited, that he shall, ever after, carry in his mind clear, distinct and available outlines of the subject. Geography is too often taught in a confused manner; and often, while the usual ground is gone over, and a vast amount of questions answered, clear views of the whole field of study are actually never acquired, and consequently the entire subject vanishes from the mind as soon as the lessons are closed.

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Pinney's Practical French Teacher, which is, by its superiority of method, rapidly superseding all other systems now in use. The author, himself an American and a teacher of eminence, has so adapted his method, as to meet and overcome the difficulties in acquiring a correct knowledge of this necessary branch of a finished education.

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 H. & S. will shortly issue a new **Astronomy for Schools**, by Prof. O. M. MITCHELL, of the Cincinnati Observatory, whose reputation in this department of science is a sure guarantee of a valuable work.

H. & S. will be happy to furnish copies of any of the works for examination, to Teachers or Committees.

JUST PUBLISHED,
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 REVISED EDITION.

THE PUBLISHERS give notice that this valuable School Book is now in the market. The work has undergone a thorough revision. It contains the characteristics of the former edition in a greatly improved form with such corrections and additions as the wants of the times demand.

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Teachers, Superintendents and Committees are respectfully invited to examine the revised edition, every facility for which will be furnished by the Publishers.

Adams's Series of School Books.

The Publishers have in preparation, and will publish, early in the season, the following series of Arithmetical Works, viz:

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THE following Books which are adapted for School Libraries, can be obtained of Booksellers generally throughout the State.

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HAVE LATELY PUBLISHED
THE THEORY & PRACTICE OF TEACHING.
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THE NEW-YORK TRIBUNE.

We are on the eve of another Presidential Election. Let none fancy that, since it is approached so calmly, it will be conducted sluggishly and terminated without excitement. Whoever cherishes such an illusion mistakes the character of the American People and the impulses which sway them. Equally idle is the imagination that Party lines are to be effaced and broken down in this contest—that the prestige of some heroic achievement or the glitter of an epaulette is to chase from the popular mind all memory of the radical differences of sentiment which have so often arrayed one-half our countrymen in fierce conflict with the other. Idle chimeras these! offspring of an empty heart or a sickly brain! With the progress of events a particular measure may become more or less important, the emphatic assertion of a certain principle more or less essential, but the question of questions remains and will remain. At one time, the establishment or maintenance of a Sound and Uniform Currency; at another, the upbuilding and cherishing of new or feeble branches of Home Industry; at another, the proper disposition of the Proceeds of the Public Lands; at a fourth, Peace or War, Spoilation or Justice; but underneath all these, mightier than any, more enduring than all, lives ever the elemental difference in which parties have their origin—on one side the idea that Government should be CREATIVE, CONSTRUCTIVE, BENEFICENT; on the other, the negative, skeptical, do-nothing element, whose axioms are 'The best Government is that which governs least.' The people are inclined to expect too much from Government, &c.—which sees in a Canal, a Railroad, a Harbor, a Protective Duty, only a means of enriching a few individuals at the expense of the community, and which cannot conceive how any can be benefited by a public work without inflicting injury in at least equal measure upon others. The fundamental axioms of this negative philosophy are really hostile to Common Roads and Common Schools required and sustained by Law, as well as to those elements of National well-being against which it now directs the energies of a great party.—The antagonism of sentiment growing out of these conflicting views of the nature and true ends of Government cannot, in the nature of things, be lastingly compromised; it cannot be terminated by the result of any one election. It must be potentially felt in the party contests and popular agitations of many years to come.

On this and all the great questions growing out of it, THE TRIBUNE maintains emphatically the doctrines of the Whig Party. It advocates PROTECTION to HOME INDUSTRY, wherever such Protection may be needed, and to the extent of the necessity; a NATIONAL CURRENCY, sound and of uniform value, composed of Coin and Paper in such proportions as public interest and general convenience shall dictate; INTERNAL IMPROVEMENT, by the General and State Governments, each in its own sphere, and by Associations, liberally incited thereto by such facilities as Legislation may safely and justly afford; and such disposition of the PUBLIC LAND PROCEEDS as shall secure the benefit thereof to the People of all the States throughout all future time. Above all, this paper will 'study the things that make for Peace,' and strenuously oppose the fell spirit of War, the lust of Conquest and the passion for Military Glory, so mortally adverse to all those ideas of Social and Political Economy to which it is devoted, as a midwife to genuine Democracy, as utterly at variance with Christianity, and as a scandal to the Nineteenth Century. These views will be faithfully and fearlessly commended to public favor; while our opposition to the Extension

of Human Slavery over one foot of soil where it has not now a legal existence shall be unswerving, uncompromising, and subject to no consideration of Party advantage or Presidential triumph. Far sooner will we sink with our principles than succeed without them, however desirable success or however mortifying defeat.

The Tribune is widely known as hoping and laboring for improvement in the Social Relations of Mankind—for a gradual transformation which shall secure to every person born into the world a place to live, a thorough practical Education, Opportunity to Work, and a certainty of the fair and full recompense of his Labor—and these not by purchase or on sufferance, but as the natural rights of human beings in an enlightened and Christian community.

—THE TRIBUNE will endeavor to commend itself to all classes of readers by the fullness of its intelligence as well as the fairness of its discussions. With this intent one Assistant Editor will remain at Washington during the Session of Congress, giving daily reports of sayings and doings in the Houses and elsewhere; two European Correspondents will transmit as regular dispatches from the Old World; while no expense will be grudged in procuring the earliest and most reliable information from all parts of the world. Reviews of New Books of decided interest and selections from the Popular Literature of America and Europe will be frequently given, with occasional reports of Public Lectures of high character; but it shall be our first object to present a fair and full picture of the real world, only varied at intervals by excursions into the realm of the ideal.

—THE NEW-YORK TRIBUNE is issued Daily (a Morning and two Evening Editions, in order to serve each subscriber with the latest news possible) on a fair imperial sheet at Five Dollars per annum, or half the price of the great Commercial Journals, by which it aims to be surpassed in nothing but Advertisements. A Semi-Weekly Edition is issued on a similar sheet each Wednesday and Saturday, and affords to subscribers at Three Dollars per annum or \$5 for two copies. THE WEEKLY TRIBUNE is printed on a sheet of nearly double the size of the Daily, and afforded at Two Dollars per annum, Six copies for \$10, Ten copies for \$15, or Twenty for \$24—payment being invariably required in advance. When the term paid for expires, the paper is uniformly stopped, so that no man need hesitate to take it from an apprehension that he will be persecuted by duns or unable to get rid of the paper when tired of it. This rule has given offence to a few patrons of the non-paying order, but the great majority seem to like it better than the old fashion.

It is not our custom to appoint Local Agents to solicit subscriptions, nor to place great reliance on Agents at all. Every person who is well enough known to be trusted by his neighbors may aid us if he will and help himself if he chooses, by taking this Prospectus and asking those who like The Tribune to hand him the money for a year, which he can remit at Club price and thus obtain pay for his time and trouble. Subscriptions accompanied by payments are respectfully solicited by

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S. B. CLARK,

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N. BRITTAN,

Feb. 1848. Principal of Lyons Union Schools.

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H. G. WINSLOW, Principal.

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OF THE

Elementary Sounds of the English Language.

This Chart was arranged and prepared by D. F. PAGE, Principal of the New York State Normal School, and has received the unqualified approbation of hundreds of Teachers, who have it in daily use in their schools. Mr. Page has been long known to the public as an experienced Educator, and it is believed that in no department have his efforts been crowned with greater success than in that of Elocution. The Chart embodies the results of many years' experience and attention to the subject, and it is confidently expected that it will soon become to be regarded as the Standard, on the matters of which it teaches, in all our schools. No work of so great importance, has probably ever been before the public, that has in so short a time been received with so many marked tokens of favor from Teachers of the highest distinction. Though there are other Charts before the public, of merit, yet it is believed that the Normal Chart, by the peculiar excellence of its analysis, definitions, directions, and general arrangement, will commend itself to the attention of all who have in view the best interests of their schools. The Chart is got up in superior style, is 56 inches long and 45 wide, mounted on rollers, cloth backs, and portions of it are distinctly legible at the distance of fifty feet. Price Two Dollars.

The Chart can be obtained of A. S. Barnes & Co., and Huntington & Savage, New-York city; Wm. J. Reynolds, Boston; G. & C. Merriam, Springfield, Mass.; E. H. Pease, Albany; Young & Hart Troy; S. Hamilton, Rochester; Oliver Steele, Buffalo; F. Hall Elmira; D. D. Spencer & Co., Ithaca; J. C. Derby & Co., Auburn Bennett, Backus & Hawley, and G. Tracy, Utica; C. C. Younglove Cleveland, Ohio; J. J. Herrick, Detroit, Michigan; and of Booksellers generally. Agents who wish to purchase the Chart, supplied on liberal terms, by

HALL & DICKSON,

Publishers, Syracuse, N. Y.

July, 1847.

FROM S. S. RANDALL.

SECRETARY'S OFFICE,
Department of Common Schools,

Albany, Jan. 25, 1846.

Mr. L. W. HALL, Dear Sir:—I have examined the "Normal Chart of the Elementary Sounds of the English Language, arranged and prepared by David P. Page, Principal of the State Normal School, and have no hesitation in cordially recommending its introduction into our District Schools. It may wherever deemed advisable be procured under the authority conferred by the latter clause of the 16th section of the Act of 1843, as a portion of the

Clerk of *13*

"Scientific Apparatus for the use of Schools," under the conditions specified in that section.

Yours, respectfully,

S. S. RANDALL,

Deputy Superintendent of Common Schools.

FROM J. A. ALLEN.

Principal of the Syracuse Academy.

Syracuse, March 4, 1846.

Mr. HALL—Dear Sir: I have examined with pleasure the Normal Chart, and am satisfied that it is superior to any thing of the kind with which I am acquainted.

I have introduced it into my school, and shall recommend it to the attention of Teachers everywhere.

Yours &c.,

JOSEPH A. ALLEN

FROM T. W. FIELD.

New-York, Aug. 19, 1846.

MESSRS. HALL & DICKSON: Sirs—The Elementary Chart of Normal sounds, prepared by D. D. Page, Esq., Principal of the State Normal School, is in my opinion, calculated to supply a deficit that has long been felt in our schools. Students who are exposed upon it, cannot fail to acquire habits of distinct utterance, correct enunciation. The table of the Elementary sounds appear to be arranged on philosophical and correct principles, and the Chart taken as a whole is eminently deserving a place in all schools.

T. W. FIELD.

Teacher Ward School No. 3, N. Y. City.

THE MORAL PROBE.

PUBLISHED BY THE AUTHOR, AS HIS ONLY MEANS

SUPPORT, AND OF PAYING HIS CREDITORS.

THIS is one of the best books ever published, being well calculated to correct the evils of society, and to promote the best interests of the human family.

Purchasers will not only exercise their benevolence, but will find a rich remuneration in the acquisition of this valuable work, which should be in the hands of every reader.

JOHN CHAMBERS.

Pastor of the Independent Church, Philadelphia, Pa. It gives me pleasure to join with the Rev. Mr. Chambers in commending both Mr. Judson and his excellent work.

J. P. DURBIN.

Pastor of the M. E. Trinity Church, Philadelphia, Pa.

Extracts from Recommendations of The Moral Probe.

ALBANY, May 15, 1848.

I have examined a work entitled "THE MORAL PROBE," by L. Carroll Judson, with great pleasure and profit. It evinces a thoroughly discriminating mind, and a deep insight into the principles and workings of human nature. It is of moral and religious truth, brought out with great perspicuity, precision, and independence; and yet in a manner wholly unexceptionable and inoffensive. It is pervaded by a great condensation of thought and transparency of style, and is fitted to be an admirable auxiliary to parents and teachers in the responsible office of forming the youthful character. It would be good service done if it should be adopted as a school book all over the country.

W. B. SPRAGUE, D. D.,

Pastor of 2d Presbyterian Church.

THE MORAL PROBE—Contains 102 essays on the Nature of Man and Things, by L. C. Judson, Esq. Various fashionable and honorable vices are probed to the quick in this work. We commend it as a useful, pointed, moral book. The author lost his all in the great fire at Pittsburgh, and deserves patronage.—Baptist Philadelphia.

THE MORAL PROBE contains 336 pages—102 original essays with an appendix, containing the Declaration of Independence, Constitution of the United States, Washington's Farewell Address, a short notice of the Life of Washington, the fifty-six signers, and the Life of Patrick Henry.

The price in plain binding is \$1.25, but when the teacher of several districts in a town will join, and send for five or more copies they will be put at \$1 per copy, and sent at the risk of the author. Orders, postpaid, addressed to me New York city, will be promptly attended to,—the money to be forwarded on the receipt of the books.

L. C. JUDSON,

Author and Publisher.

New York, June 22nd, 1848

District.